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ABSTRACT

The New York State School-to-Work Opportunities System Plan, which is based on New York's original application for a federal school-to-work implementation grant and contains the 23 federally required elements, outlines the state's plans to develop and implement a statewide school-to-work opportunities system within a 9-year period. The plan specifies systemic approaches/programs focusing on the following areas/goals: work force preparation will become a major component of education at all levels; work-based learning will be coordinated with employers and labor organizations; knowledge/skills will be assessed through actual performance in authentic (including workplace) settings; work-based learning will become a key instructional strategy at all instructional levels; provision will be made for students to enter the workplace immediately following high school or pursue further education; career development and current labor market information will be incorporated into all levels of education to help students choose appropriate courses and career fields; staff at all levels will become familiar with workplace settings and requirements, labor market information, and career fields/opportunities; specialized services will be incorporated into all planning and implementation activities to ensure participation of all students, including disabled and disadvantaged students; and school-to-work opportunities-related goals will be accomplished through partnerships involving all stakeholders in education. (Appendices list members of the state school-to-work advisory council and present the framework for New York State's school-to-work opportunities system.) (MN)

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Building a School-to-Work Opportunities System in New York State

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New York State's Strategy to Implement the School-to-Work Opportunities Act

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I. PREFACE

This New York State School-to-Work Opportunities System Plan builds on the work of the Career Pathways Task Force, the FY 1993-94 Workforce Preparation Pilot Program, the FY 1994-95 Workforce Preparation Grant Program and the State's School-to-Work Opportunities System Activities. It was developed by work groups which included members of the State's School-to-Work Advisory Council, their representatives and other experts. These groups reviewed the State's application for its Implementation Grant and affirmed or amended components based on the first year's experience with statewide system implementation. This State Plan provides the broad framework and strategies which will govern school-to-work activities over the remaining four years of the State's Implementation Grant.

This State Plan is based on the State's original application for its School-to-Work Implementation Grant. The 23 elements required by the federal School-to-Work Team have been incorporated into this document and are referenced in the Table of Contents.

As instructed, activities and accomplishments for the first year of implementation are in a separate document being submitted with this State Plan.

II. ABSTRACT

New York State will continue developing a school-to-work opportunities system over the next nine years, and requests four additional years of venture capital support in the form of an Implementation Grant from the U.S. Departments of Education and Labor under the School-to-Work Opportunities Act. To develop this statewide system, we will continue to join together a number of existing State initiatives related to workforce preparation and school-to-work transition, and link these with our major systemic educational reform efforts.

The school-to-work opportunities system we envision, and are actively implementing, is one that will serve all persons - those in school, those in the workplace, and those out of school who need new skills and support to enter the workplace. Though we are committed to serving all persons, we will pay particular attention to those young persons who will enter the workforce with less than a baccalaureate degree and to disadvantaged youth. In every instance, our purpose will be to prepare individuals for entry into employment with the potential for higher wages and career advancement.

To guide the development of New York's system, a School-to-Work Advisory Council, composed of representatives of key State agencies, the Governor's Office, organizations representing all levels of education, employment and training, economic development, services to individuals with disabilities, parents, school boards, and business and labor will continue to provide strong leadership and oversight to this endeavor. The School-to-Work Advisory Council successfully launched Workforce Preparation Pilot Programs across New York State for the 1993-94 and 1994-95 school years, in anticipation of designing and implementing a broader, statewide school-to-work opportunities system.

New York will continue to use federal resources to facilitate planning and implementation of a comprehensive system of educational reform to enable all students to be prepared for continued education and the workplace. The new School-to-Work State Resource Center, to be selected in July of 1995, will concentrate resources and knowledge in three major areas - career development, integration of academic or school-based learning and work-based learning. The School-to-Work State Resource Center will coordinate and/or deliver professional development locally through New York State's broad-based network of Teacher Centers and other professional development forums, which include, but are not limited to, Special Education Training and Resource Centers (SETRC), Special Education Administrators Leadership Training Academies (SEALTA), Bilingual Education Technical Assistance Center (BETAC), New York Association of Training and Employment Professions (NYATEP), Staff and Curriculum Development Network (SCDN), and Tech Prep Consortia. We also plan to create and expand incentives for local partnerships and agencies to dedicate public and private resources for critical school-to-work components. In every instance, we will use limited federal funds to "jump-start" existing systems and resources, and will move quickly to develop the resources to support new initiatives on an on-going basis.

New York has a richness and diversity that makes it an excellent laboratory for the creation of a school-to-work opportunities system. New York State has laid a strong solid foundation in the first year by forging solid and productive interagency and public-private partnerships. Our Governor and the leaders of our State agencies are committed to developing and implementing an effective school-to-work system hand in hand with the business, labor and education communities.

III. A VISION OF NEW SKILLS FOR A NEW ECONOMY

New York's investment in education and training is the single most important advantage it can offer its citizens and businesses so they may secure and maintain productive employment, and compete successfully in a rapidly changing global economy.

We have reached a point where social and economic trends have created a crisis for many young people in the transition from education to employment. Increasingly complex jobs require new competencies that are not unique to a single occupation. More than ever, students need higher-order cognitive skills such as analysis, synthesis, problem-solving, and the ability to apply knowledge to new ideas or situations.

We must set content and performance standards for learning at high, "world-class" levels, undertake new and varied instructional methods, and design more effective ways to assess and measure progress in learning. An integrated approach to providing coordinated school-to-work opportunities is required, an approach that features more options for realistic career exploration and preparation. We need to create a supportive learning environment in which all students can acquire the knowledge and skills to succeed economically.

New York State is meeting the challenge. A variety of systemic approaches and programs have been established to encourage youth to complete their educations and to better prepare for careers. The challenge is to integrate and further build upon these efforts to create a statewide school-to-work opportunities system that prepares all youth for the new economy. New York State has been using the basic program components of the federal School-to-Work Opportunities Act and the first year's implementation plan as the framework within which to continue implementation of New York's own school-to-work opportunities system. In doing so, this Plan will continue to focus on nine broad areas:

A. Workforce preparation will become a major component of education from elementary to postsecondary and adult levels. All students will achieve a foundation of workplace readiness skills, have the opportunity to choose career majors and achieve advanced skill standards. These will be provided within the framework of educational reform initiatives currently in progress.

B. Work-based learning standards will be set in conjunction with employers and labor organizations.

C. Knowledge and skills will be assessed through actual performance in authentic settings, including workplaces. Performance will be documented in portfolios and recognized, where appropriate, through the awarding of certificates which employers and postsecondary institutions will be encouraged to use in considering students for employment or further education.

D. Work-based learning, including youth apprenticeships, cooperative education, job shadowing, community service and entrepreneurships, will become a key instructional strategy at all levels of education.

E. Provision will be made for students to both successfully enter the workplace immediately following high school and to successfully pursue further education at the postsecondary level. Toward this end, career majors will be jointly designed by employers, labor organizations, secondary and postsecondary institutions.

F. Career development and current labor market information will be incorporated in all levels of education to assist students and parents in choosing career fields and appropriate courses of study.

G. Staff at all levels of education, including teachers, counselors and administrators, will become familiar with workplace settings and requirements, labor market information, and career fields and opportunities, so that they may use this knowledge to integrate preparation for the workforce into the total school program. Business partners and mentors in the workplace will be identified and prepared to help make work experiences during the school years an integral part of a young person's education.

and H. Specialized services will be incorporated into all planning implementation strategies to ensure the participation of all students, including those who have disabilities and/or are academically or economically disadvantaged.

I. To accomplish all of the above, New York State will use the partnership it has created among educators, parents, students, teachers, employers, labor organizations, Service Delivery Areas, public officials, community based organizations and other agencies. Together, this coalition of stakeholders will continue to provide the knowledge, support, impetus and resources to create New York's school-to-work opportunities system.

In addition to these nine areas of action, a number of fundamental changes are necessary for these reforms to be successful. These are the development of understanding and support among students and their families, employers and employees and all those who help to prepare our young people for their roles as citizens and workers.

We will build on the work initiated under the first year of the Implementation Grant to further expand outreach for broad understanding and support. These efforts, which will occur statewide through the media and regionally through local partnerships, will create a responsive environment to nurture the changes necessary to enable the school-to-work opportunities system to become a reality.

IV. CREATING A COMPREHENSIVE STATEWIDE SYSTEM

Those who contributed to this State Plan work in numerous State agencies and other organizations. They are responsible for planning and managing hundreds of education, employment and training initiatives. They recognize that the challenge of the School-to-Work Opportunities Act is to integrate existing programs, practices, resources, networks and coalitions to create a comprehensive system rather than simply mount a new program. This new system is beyond the ability of any one agency to bring into existence. It calls for a new level of public-private partnership and a new degree of involvement of parents, students, employers, labor organizations and other community members in deciding how education at all levels can best prepare youth and adults for success in work and careers.

It is clear that this new system will have to be built upon existing structures - New York State's elementary, middle, secondary and continuing education systems; its system of Boards of Cooperative Educational Services (BOCES) and Area Vocational-Technical Centers; its higher education system, including its network of community colleges; as well as its infrastructure for job training and economic development. These delivery systems already have staff, facilities, equipment, transportation, and governance structures. The key to making school-to-work opportunities available to all students is to gain the commitment of those who operate, govern and use these systems to make preparation for and transition to work two of their central goals.

A. An Integral Part of School Reform

Because school-to-work opportunities cannot be created for New York's students without changing the nature of teaching, learning and decision-making in schools, this effort must become an integral part of the State's school reform movement. The blueprint for educational reform in New York is *A New Compact for Learning*. This comprehensive framework provides direction for how education will operate at the State and local levels.

Two of the core strategic objectives of New York's educational reform initiative are:

- All high school graduates will be prepared for college, work, or both; and
- All students will acquire the skills and knowledge needed for employment and effective citizenship.

The strategic objectives of this educational reform initiative and the Regents Policy Paper on Workforce Preparation set the stage for the integration of school-to-work opportunities through four broad strategies:

- Integrating workplace knowledge and skills into the curriculum for all students;

- Integrating skills standards, skills assessments and skills certificates into the State's assessment system;
- Preparing teachers, counselors and administrators to implement new curriculum, instruction and assessment strategies; and
- Involving parents, employers and other community members in shared decision-making.

1. Integrating Workplace Knowledge and Skills into the Curriculum for All Students

The New York State Curriculum and Assessment Council was appointed by the Board of Regents and the Commissioner of Education to propose integrated curriculum, instruction and assessment strategies. In October 1992, the Council issued its interim report, entitled, ***Building a Learning-Centered Curriculum for Learner-Centered Schools***, which recommended that desired learning goals be defined in terms of high content and performance standards and that they be set forth in curriculum frameworks describing what all students should know, understand and be able to do. To create these curriculum frameworks, the Council established seven committees:

- Math, Science and Technology
- English and Language Arts
- Social Studies
- Languages Other Than English
- Technical and Occupational Studies
- Arts and Humanities
- Health, Physical Education and Home Economics

Draft versions of the Math, Science and Technology, English and Language Arts, Arts and Humanities, Languages Other Than English, Health, Physical Education and Home Economics, and Social Studies Frameworks have been distributed to the general public for reactions and recommendations. The Technical and Occupational Studies Framework is currently being reviewed by the Commissioner and the Curriculum and Assessment Council. The development of this framework and the others cited will incorporate workforce preparation strategies for all students. In addition these frameworks will utilize research being conducted in other states and at the national and international level. This work will include the findings of the President's National Skills Standards Board.

The Department is currently compiling and synthesizing input on the four draft frameworks that have been distributed. Each of these documents will be revised to reflect the recommendations received from the public and will be re-distributed upon the approval of the Board of Regents. These documents will contain revised content standards that are clear, practical and indicative of the best scholarship and practice, as well as performance standards that clearly define levels of student achievement. The revised frameworks will also be enriched by samples of student performance tasks and evaluation rubrics for each

learning activity. The infusion of workforce applications into each of the frameworks will also strengthen the integration of workforce knowledge into the curriculum for all students. Long-term plans also call for the development and distribution of Teacher Resource Manuals for each of the revised frameworks. These manuals will contain models of successful practices and suggested teaching activities that will guide local development of curriculum.

2. Integrating Skills Standards, Skills Assessments and Skills Certificates into the State's New Performance-Based Assessment System

The State's learning goals, along with locally developed goals and standards, will be monitored through a system of State program assessments and local student assessments, as well as joint State and local evaluation of graduation readiness.

Local schools and districts will develop State-approved Regents portfolios for graduation that grow out of the K-12 portfolio and include an array of assessments illustrating how students have attained broad learning goals in all seven curricular areas. An Assessment of Initial Mastery (AIM) will be a component of the Regents portfolio for graduation.

The AIM will measure both academic and workforce skills, and will be a high school graduation requirement for all students. Rather than issuing a separate Certificate of Initial Mastery (CIM), the proposal before the New York State Board of Regents is to incorporate those performances that would be required for the CIM into the unitary Regents diploma requirements.

A critical component in the process of developing an effective school-to-work opportunities system is the establishment of skills standards and certificates for students engaged in occupational training. Without such standards and certificates, the process will lack credibility with employers.

New York State is engaged in the following activities toward the development of skills standards and certificates:

- Establishing Career Major Panels.
- Surveying businesses and organized labor representatives who are participating in school-to-work activities.
- Identifying certification and licensure requirements.
- Reviewing national developments in skills standards.
- Establishing models for local and regional review and modification.
- Expanding model efforts.
- Implementing a statewide initiative.

3. Preparing Teachers, Counselors and Administrators to Implement New Curriculum, Instruction and Assessment Strategies

Any effort to change the way that teaching, learning, assessment and counseling occur in schools must change the way that teachers, counselors, and administrators carry out their work. In New York State, this will be achieved by linking school-to-work professional development activities to those already started in connection with other educational reform initiatives, including Goals 2000.

Professional development activities can be too scattered and brief in duration to bring about real change. Professional development must bring together teachers, counselors and other school personnel over an extended period of time to link school staff with experts outside the schools, to enhance educators' awareness of the applications of learning in today's workplace, and to help school staff learn from those who have developed successful innovations. Achieving this will include, but not be limited to, the following activities:

- Completing an inventory of existing staff development forums (partnerships, professional organizations, others) and expanding an inventory of speakers and trainers.

- Developing plans for new staff development activities, such as train-the-trainer, conducted through currently scheduled staff development forums. Resources such as Teacher Centers, SCDN, Tech Prep, NYATEP, SETRC, SEALTA will be included. The Equity Center and other teacher resource centers, not-for-profit organizations that serve employers, and other federally funded technical assistance providers will be invited to participate in this technical assistance process.

- Providing staff development workshops for all teachers on school-to-work systemic change initiatives, including sessions regarding what they are, why they have come into existence, examples of successful models, and explanations and discussions of the teacher's role in helping to foster systemic change. Workshops will be conducted in collaboration with those already being held by districts and professional organizations.

- Using school-to-work funds to leverage other resources to make activities and events available to participants who traditionally have not been included (i.e., employers, community-based organization staff, and vocational rehabilitation counselors).

- Using the School-to-Work State Resource Center, statewide training programs will be planned to highlight the components of a school-to-work system.

- Using school-to-work funds to support informational conferences for newly formed partnerships which seek to become part of the statewide school-to-work system.

- Reaching out to the teacher education programs at the State's colleges and universities in an effort to inject school-to-work principles into the preparation of New York State's teaching force. Higher Education Institutions will also provide in-service to teachers to improve their professional skills in school-to-work instruction.

Professional development will also occur through ongoing communication, correspondence, and site visits to local partnerships as they develop into a statewide system. Local partnerships which receive grants through the State's competitive Request for Proposals (RFP) process are being assigned a Technical Assistance Team comprised of a School-to-Work Advisory Council member and/or staff of their agency. Teams will conduct at least two site visits to their assigned partnerships each year and engage in other forms of communication to complete the following tasks:

- Provide feedback on local partnership applications.
- Negotiate the grants and provide technical assistance.
- Ensure that the partnership fulfills the requirements of its grant.
- Provide input into the design of the system.
- Report to the School-to-Work Advisory Council on progress of local partnerships.
- Report to the School-to-Work Advisory Council on inclusion of all students.

Local partnerships which do not receive funds through the RFP process in any given year are given technical assistance through detailed oral and written comments regarding their application, including specific recommendations for improvement. They are also being encouraged to merge with a funded local partnership in their region to receive services and/or to re-apply in a subsequent funding cycle.

4. Involving Parents, Employers and Other Community Members in Shared Decision-Making

A New Compact for Learning calls for the broad participation of parents, teachers, students, employers, and community agencies in decisions concerning the provision of education. Part 100.11 of the Regulations of the Commissioner of Education requires each school district in New York State to have a plan in place for the participation of those groups in school-based planning and shared-decision making.

Since ultimately all changes in teaching and learning will be implemented locally, it is essential to communicate desired changes through the new school-based planning and shared decision making process. Each partnership established under the School-to-Work

Opportunities Act will describe how it will establish and maintain communications with groups representing all populations in its region.

Local school boards are another key stakeholder group involved in making school-to-work opportunities available to all students. School boards have committed staff time and resources and have provided other support to school-to-work opportunities efforts. Through a cooperative effort, the New York State School Boards Association provides school boards with information regarding the State's school-to-work activities and solicits their involvement.

B. Implementing the Core Components

1. Establishing a School-to-Work State Resource Center to Assist with Implementing the Core Elements

There are numerous pilot efforts and programs across New York State that address aspects of school-based learning, work-based learning and connecting activities as set forth in the School-to-Work Opportunities Act. New York State has dedicated a significant portion of its first year State-level funds to establishing a School-to-Work State Resource Center to tie these pilot efforts and programs together and give them the visibility and momentum needed to reach all the State's students.

The School-to-Work State Resource Center, which will be selected during July of 1995, will provide support to local partnerships through training, dissemination of information, and research on the effectiveness of various program models. The School-to-Work State Resource Center will focus on broad areas which are critical for implementation of a statewide school-to-work system including:

- Career Development
- Integration of Workplace Skills and Assessment
- Work-based Learning

The School-to-Work State Resource Center will draw together the best talent, ideas, practices and resources in the State and nation and, when fully operational, will have the potential to become a national resource in the areas of developed expertise. The School-to-Work State Resource Center will have among its functions:

- Collecting models of career development, career awareness, career counseling and career exploration from programs in New York State and in other states.

- Assisting with the dissemination of the National Occupational Information Coordinating Committee (NOICC) Career Development Guidelines and materials, including the ***Get a Life*** portfolio.

- Working with the State Department of Labor to help make its system of job information, including the Department's Work Station and Jobs Plus programs, more accessible to school counselors and students.

- Working with the State Education Department and postsecondary institutions that prepare counselors for certification to ensure that counselor certification requirements and preparation programs include labor market knowledge and workplace experience.

- In consultation with the State Departments of Education, Labor and Economic Development, managing the continued development of career majors, building upon work initiated under the Development Grant and continued in the first year of implementation by those three Departments, including the management of the Career Major Panels.

- Coordinating with and supporting the efforts of the State Education Department and the State Curriculum and Assessment Council to promote the inclusion of workplace skills in the State's curriculum frameworks and assessment strategies.

- Assisting the State Education Department with the development, pilot-testing, refinement, validation and dissemination of the Assessment of Initial Mastery (AIM).

- Developing a range of sample learning activities to illustrate how essential workplace skills can be incorporated into instruction for elementary, middle, high school and adult students, including how to modify instruction and testing for students with disabilities and/or who speak languages other than English.

- Designing professional development activities related to the integration of workplace skills into curriculum, instruction and assessment.

- Designing work experience programs which may incorporate successful features of existing programs in New York State, such as those provided under special education transition requirements and Cooperative Occupational Education, as well as those provided through the Work Experience Coordinators Association, and the Career Exploration Internship Program, which was developed jointly by the State Departments of Education and Labor.

- Supporting the efforts of local partnerships to work with the New York State Labor Exchange System and with local employer organizations such as Chambers of Commerce to arrange for work-based learning placements on an organized and systematic basis.

- Working with employer and labor organizations at both the State and local levels to develop and make available workplace mentor training programs.

- Working with the State Education Department, professional associations and teacher preparation institutions to provide support for the preparation and certification of school personnel to manage work-based learning programs.

The School-to-Work State Resource Center will operate under the direction of the State Education Department with on-going advice from the School-to-Work Advisory Council. The School-to-Work State Resource Center will use multiple strategies to reach and serve its customers in educational institutions and communities including teleconferences, institutes, newsletters and electronic bulletin boards.

To disseminate information, promising practices and coordinate technical assistance, the School-to-Work State Resource Center will work with New York State's already established network of Teacher Centers and other staff development networks currently in place. These networks include but are not limited to, the State Resource Centers for Tech Prep, the State Equity Center, the New York Association of Training and Employment Professionals (NYATEP), the Special Education Training and Resource Centers, the Special Education Administrators Leadership Academies, the Bilingual Education Technical Assistance Centers, the Regional Transition Coordination Sites, and Staff and Curriculum Development Networks.

These networks are locally-based and experienced in getting ideas and new practices into the minds and hands of classroom teachers and other local school personnel. The Teacher Centers will also assist in the provision of research and design activities, as well as develop models for dissemination around the State. Finally, these networks will be required to develop a plan of action, including timelines, for the delivery of training activities to the local partnerships and school districts.

Beyond the critical role the School-to-Work State Resource Center will play in supporting system development, other strategies will be taken by the key stakeholders to implement the three core components of the school-to-work opportunities system. These are detailed in the next three sections.

2. School-Based Learning

a. Career Awareness, Exploration and Counseling

To enable students to make informed educational choices, career development will be an integral part of the State's school-to-work opportunities system. This will be supported by the Curriculum and Assessment Council which has recommended the following learning outcomes related to Technical and Occupational Studies Curriculum Framework:

Students will understand:

- The relationship of their interests, aptitudes, and values to various career options.

- The educational preparation and workplace skills needed to enter these career options.
- The opportunities and challenges of entrepreneurship as a career option.

Students will demonstrate their ability to develop and implement a career plan.

Because of their quality and comprehensiveness, the ***Career Development Competencies*** of the National Occupational Information Coordinating Committee (NOICC) will serve as a blueprint for school-based comprehensive career guidance programs from kindergarten through postsecondary and adult levels.

A component of the ***Career Development Guidelines*** is ***Get A Life***, a portfolio which was developed by the American Counselor Association and NOICC. ***Get A Life*** incorporates the NOICC career development competencies, skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS), and is organized around the personal/social, education and career development needs of students. New York State's school-to-work opportunities system will encourage the use of ***Get A Life*** or other portfolios with similar elements and strategies.

The school counselor is key to the implementation of this program, but it must also be a collaborative effort involving teachers, parents, administrators, community members, employers and mentors. There aren't enough school counselors to know, support and advise all students regarding career options and choices. By supporting the work of a broader set of advisors and mentors, the school counselor can be the heart of a system that makes it possible to provide career development to all students at all levels of education.

In addition to the activities which will be provided by the School-to-Work State Resource Center, at least four other strategies will support career development:

- Making use of the existing computer network, Technology Network Ties (TNT), as a career development electronic bulletin board. Using TNT, every middle school and junior high school in New York State will be able to establish an on-site computer link with the New York State Department of Labor's computerized job information system (either the on-line "WORK Station" or the stand-alone "Jobs Plus").

- Customizing career development training materials for use by all students (and parents of students) including those with disabilities, economic and educational disadvantages, and limited English proficiency.

- Expanding the availability of counselors at the elementary level through the use of itinerant elementary counselors who will be trained in career development strategies and labor market information.

- Expanding and enhancing mentoring programs with career development activities at the elementary and middle school levels.

b. Career Majors

A career major is a key pathway in the school-to-work opportunities system that will be available to all students as a vehicle for selecting and preparing for a successful career. If a student chooses to follow this pathway, it can help the student and the school to select courses and work experiences appropriate to the student's goals. These choices will prepare a student for a first job, to begin a career and/or to pursue further education relating to a career.

Career majors are interdisciplinary by their very nature, and will include a blend of school-based and work-based learning. Though the content and specific competencies of various career majors will differ, they will all support students in meeting the same high level of standards leading to a unitary Regents diploma. Local implementation of career majors will depend upon the availability of resources to redesign curriculum, instruction and assessment and provide appropriate professional development activities.

The New York State Departments of Labor and Economic Development, in cooperation with secondary and postsecondary educators, are responsible for defining and initially recommending career majors within the framework of *A New Compact for Learning* to the New York State Board of Regents. These Departments recommended to the School-to-Work Advisory Council that the following six career majors be adopted:

- Art/Humanities
- Business/Information Systems
- Engineering/Technologies
- Health
- Human Services
- Natural and Agricultural Sciences

Having started with the Health Field Pilot Panel, career major panels will be established by the School-to-Work Advisory Council. Education, labor and business sectors, parents, as well as the New York State Council on Vocational Education, will be consulted to recommend the members of the Panels, and the Panels will serve as the Technical Committees required under the Vocational and Applied Technology Education Act. Panels will consist of representatives of business, labor, secondary and post-secondary education agencies. General activities of the Panels include:

- Investigating skills standards related to each career major;
- Identifying instructional models and post-secondary linkages;
- Clarifying learner outcomes and assessment strategies; and
- Advising on the establishment and use of Skills Certificates.

Specifically, the information developed by the Health Field Pilot Panel and other panels will be disseminated to schools and local partnerships, integrated into school staff development activities, and integrated into the work of the Curriculum and Assessment Council. The panels and the School-to-Work State Resource Center will keep abreast of national developments regarding occupational skills standards and will advise the Board of Regents, the Curriculum and Assessment Council, and the State Education Department on the establishment of those nationally-recognized standards and skills certificates. Next, the panels will work with the Curriculum and Assessment Council to incorporate recommended standards in workplace skills development into the State's curriculum frameworks, including instructional models. Further, the panels will provide input on relevant learner outcomes, performance assessment standards and strategies. Finally, the panels will identify models for incorporating work-based learning into the curriculum standards and standards for work-based learning experiences, and these models will be disseminated to the local partnerships and incorporated into staff development activities.

c. Providing Regular and Systematic Assessments

One of the central tenets of New York's Curriculum and Assessment Council is that curriculum, instruction and assessment should not be viewed as three separate processes or strategies but rather must be thoroughly integrated. For example, performance-based assessments should be imbedded into the instructional program, so that in the course of learning, students receive regular feedback about their progress, strengths and weaknesses. This allows students to be more responsible and accountable for their own learning, and also allows learning opportunities to be modified so that all students have an individual plan for achieving the established standards.

3. Work-Based Learning

Work-based learning opportunities will vary in their duration, intensity and formality. Young people of different ages and with different future plans should be able to select from an array of work-based learning opportunities to meet their needs, including:

- Community service
- Job shadowing
- Exploratory work experience
- Youth-run enterprises
- Youth employment
- Unpaid internships
- Cooperative educational experiences
- Youth apprenticeships

New York's school-to-work opportunities system will make some form of developmentally appropriate work-based learning available to all students including those out of school.

Research on work-based learning by Cornell University's Youth and Work Program, including analyses of European school-to-work systems and a major youth apprenticeship demonstration project in Broome County, has identified some of the key elements in work-based learning and generated useful concepts, structures, tools, and practices. Work-based learning must include personal and social learning in addition to technical learning. Workplace mentoring is recognized as a responsibility shared among many adults, not just one.

Based on this work, Cornell ran a Summer Institute in 1994 for the staff of the Workforce Preparation Pilot sites. The purpose of the Institute was to join together research findings on work-based learning with the experience of practitioners to develop a work-based learning manual. The manual is being revised to make it directly relevant to all those developing work-based learning activities.

In addition, the State's Work Experience Coordinators' Association, comprised of professionals who serve over 11,000 students each year in work experience programs, identified the following "Essential Ingredients for Successful Cooperative Occupational Education Programs":

- A partnership involving school, employer, student and parents;
- An Advisory Board of participating employers to guide the program;
- School-based instruction regarding work skills;
- A Memorandum of Agreement for training to govern the placement of students in work-based learning activities;
- A Training Plan specifying tasks to be mastered;
- A Career Passport to help each student make post-graduation plans;
- A certified coordinator to direct the program; and
- Adequate resources to enable coordinators to fulfill their responsibilities.

Work-based learning is among the most critical and most challenging components of a school-to-work opportunities system. The programs and research described above have yielded the following set of principles that undergirds New York State's approach to work-based learning:

- Existing work-based learning opportunities must be incorporated into a coherent system.

- Mentoring and coaching are essential elements of work-based learning that must be built in and fostered. Many students are natural coaches and mentors. They can be enlisted as trainers and supporters of other students.

- Work-based learning must be carefully planned and monitored to assure that it builds young people's competence and reinforces their school-based learning.

- Work-based curricula must be organized around occupational areas and specialties within those areas. Technical, personal, and social competencies must be specified for each occupational area, providing both the learning objectives and the standards for certification.

- Achieving the goal of access for all students to appropriate work-based learning opportunities will take time and resources. Implementation must proceed simultaneously from the top-down (e.g., State and national skills standards setting) and from the bottom-up (e.g., agreements between schools and local employers).

Because of the critical need to involve businesses, large and small, in the creation and operation of work-based learning experiences, the Business Council of New York State, Inc. will promote and support the involvement of local employers in partnership efforts to create work-based learning opportunities. The Business Council is encouraging chambers of commerce and other business and industry associations in working with their members to develop significantly larger numbers of work-based learning opportunities for students.

The New York State Department of Labor will provide essential support to the delivery of work-based learning through the coordination and support of local partnerships' observance of child labor laws; the review, collection and distribution of labor market information; the development of strategies to assist educators and students to become more aware of employer job requirements; and the participation of employers working with educators in career exploration.

In addition, the following strategies will be used to ensure involvement among employers:

- Developing an employer leadership panel to champion employer involvement in local school-to-work initiatives.

- Making use of existing networks and groups of employers, including chambers of commerce and other business and industry associations, Private Industry Councils, Job Service Employers Councils, New York's National Association of Partners in Education and VESID sponsored regional employment consortia to reach out to employers and solicit their involvement. The Labor Exchange System will also serve as a contact point between employers and educational institutions.

- Developing outreach, recruitment, and support approaches appropriate to both small and large businesses.

- Defining what employers can do in support of the school-to-work initiative, and about what is taking place already in their area.

- Defining and training a network of mentors so that every student will have the option of accessing the assistance of a workplace-based or school-based mentor.

- Through the ongoing work of the Career Major Panels, continuing to solicit employer input into the development of instructional models, performance assessments and skills standards.

4. Connecting Activities

Connecting activities ensure that the worlds of school and work are coordinated so the desired outcomes of a school-to-work system result. Examples of these outcomes include:

- Work-based learning yields school credit;
- School courses teach knowledge and skills used at work;
- School courses draw on work experience and work issues;
- Parents are knowledgeable about both school and work;
- Case management provides support and problem solving across both settings;
- School staff and employers communicate frequently;
- Reports on work-based learning are shared regularly with school and parents; and
- Students receive advice, encouragement and mentoring at work and school on course selection, performance and career planning.

The achievement of these outcomes requires multiple new connections among existing partners and will involve the following activities on the part of each:

Schools

- Setting high academic standards;
- Providing appropriate career majors and, where possible, career academies;
- Providing support and a wide variety of ways to enable all students to meet those standards;
- Integrating school-based and work-based learning;
- Giving credit for appropriate work-based learning;
- Providing career development and career planning opportunities;
- Working with employers and other organizations to implement work-based learning and insure that career majors continue to reflect current workplace needs and funds; and
- Providing transportation between school and work sites.

Colleges

- Identifying college entry-level knowledge for high schools and relating that knowledge to workplace skills;
- Assisting schools in developing performance-based assessment;
- Helping make the high school senior year a transition year to college;
- Attracting and serving more students traditionally not college-bound by integrating high school and college vocational curricula;
- Designing programs to increase math and science exposure by high school students;
- Integrating more workplace skills into all college curricula;
- Offering more college credit courses in the high schools; and
- Melding the last two years of high school with college vocational curricula via Tech-Prep Education.

Employers

- Working with educational, community and other partners to plan and implement the system;
- Identifying occupational areas and competencies needed now and in the future;
- Helping set and assess work-related competence standards;
- Supporting career education and exploration with information, personnel, and placements;
- Providing work-based learning opportunities including mentoring; and
- Ensuring a healthy, safe work environment for students.

Employees

- Participating in system design and implementation;
- Helping to identify occupational competencies and standards;
- Supporting career education and exploration;
- Learning about and being good mentors; and
- Contributing to teaching young people about working life.

Government

- Encouraging system planning with the involvement of a wide range of partners;
- Providing support services for students with barriers to participation;
- Providing work-based learning placements in public sector settings;
- Assisting with transportation of students between school and work sites; and
- Supporting the involvement of business and labor in local partnerships.

Parents

- Working with counselors and others to help children think about and plan for careers;
- Encouraging and supporting children's school performance, including academic, personal, and social behavior;
- Becoming informed about educational and career options; and
- Supporting children's participation in work-based learning.

Students

- Striving to meet high performance standards in schools and workplaces;
- Participating in system planning and improvement;
- Participating responsibly in work-based learning placements; and
- Seeking school or workplace mentor assistance for personal and social development; and
- Serving as mentors to other students.

Community Organizations

- Providing career education, exploration, and counseling as appropriate;
- Contributing to positive socialization of youth;
- Participating in system design and implementation;
- Providing support services for students with barriers to participation; and
- Coordinating programs with other organizations for optimal impact and efficiency.

Rehabilitation Agencies

- Providing consultation to school-to-work partnerships to improve the capacity of local projects to include students with disabilities;
- Assisting with planning for transition of individuals with disabilities from school to work; and
- Helping provide supportive services to enable individuals with disabilities to participate in the full range of school-to-work opportunities.

Consortia

- Combining resources, expertise, staff, facilities and equipment to support wide-scale work-based learning in a partnership area; and

- Providing for a smooth transition for students from school to college or work, and from college to work. Because employer involvement is central to the creation of systemic change around school-to-work principles, employers must

continue to be involved at every level and every step in implementation of a statewide school-to-work system. New York State is working towards a system of local partnerships in which employers, schools and other relevant entities are in constant contact to promote continuous improvement of the quality of educational experiences for students. This will be achieved through an alignment of education and the world of work that will enable students to focus early and be well-prepared for and successful in the workplace they will encounter after high school or college.

Two specific activities begun under the first year of the Implementation Grant are already strengthening the Connecting Activities, and will continue to expand this element. They are:

- Work-Based Learning Exchanges: To provide a more organized way for schools to arrange work-based learning activities with employers, learning exchanges will continue to be established in most local partnership areas. The State Department of Labor, Community Services Centers and local employer organizations, such as chambers of commerce, are partners in this effort. The New York State Labor Exchange System will play a key role in identifying work experiences for students. This publicly supported system will serve as a contact point between employers and educational institutions. By handling this function on a central basis, employers are spared repeated visits from various schools and teachers seeking individual placements. Partnerships will be encouraged to establish these exchanges with local partnership funds, matching these funds on a shared service basis with BOCES Aid, wherever possible; and

- Tracking Post-Program Outcomes: Identification of a way to track post-program outcomes for students who participate in school-to-work opportunities has begun. The Department of Labor will continue to be the lead agency for this effort, which will explore developing a process of accessing post-program income data from existing data bases, such as those maintained by the Department of Taxation and Finance. The State Education Department will encourage all school districts who participate in partnerships to implement the Student Information System, an individualized student record system, so that students can be tracked longitudinally after high school. These two components will be integrated with the evaluation system.

C. Outreach for Systemic Reform

Interest and involvement in the school-to-work initiative has increased greatly over the past several years, primarily through the expansion of efforts such as Tech Prep, the Workforce Preparation Pilot Program, and, recently, the awarding of Local Partnership Grants and the publication of a statewide school-to-work newsletter. However, the current

awareness of the need for school-to-work reform lies primarily within the occupational education and job training communities. The ultimate success of the school-to-work effort will depend on the extent to which key concepts are embraced and internalized by other, broader communities, particularly employers, non-occupational educators, parents, and students. Some of these concepts include the following:

- All students can benefit from an academic curriculum tied to real-world applications and work-based learning experiences;
- Work-based learning must address all aspects of industries and be connected with the school-based program;
- School-to-work opportunities expand options rather than limit them; and
- Employers can benefit by helping prepare people for the workforce before they enter it.

The primary means for promoting these mechanisms will be the local partnerships and the many opportunities for outreach and technical assistance that already exist among the statewide partners represented on the State School-to-Work Advisory Council. When they learn of school-to-work, people will be more likely to follow up and get involved if they can readily connect it with something they know of locally or with something in which they are already involved.

1. Outreach through local partnerships — All local partnerships are required to conduct outreach activities. Beyond this broad charge, the State will provide support by:

    - Providing examples of and "how-to" guides for outreach activities, such as employer networking breakfasts, employer information materials on STW, and the like. These approaches will draw in part from the experiences of local partnerships;

    - Providing materials and resources to support these activities. The State is developing an employer brochure and another brochure for parents. Other materials to be developed include videotapes targeted toward students, parents, and employers. A key feature of all these materials will be the ability of the local partnership to customize them for their local area; and

    - Providing a limited amount of resources for local partnerships to access for conducting the outreach activities identified by the State.

2. Outreach through existing mechanisms — All the organizations represented on the State School-to-Work Advisory Council have their own means of communicating with their members. A listing of those newsletters and conferences has been developed and school-to-work materials will be provided for inclusion. Additionally, members of the School-to-Work Advisory Council will continue to spread the school-to-work message among their constituencies.

3. We will also use recognized public relations entities to provide multi-media presentations of the school-to-work message.

V. COLLABORATION AND INVOLVEMENT OF KEY PARTNERS

A. State Agency Collaboration

1. Executive Support

The development of a statewide school-to-work opportunities system requires the energy and commitment of a broad range of State officials. In New York State, that commitment begins at the highest level. Governor George Pataki has made education one of his top priorities and has provided his support for the implementation of a strong school-to-work system in New York State. In addition to his overall leadership of this initiative, he has appointed the Education Director of the New York State Business Council to co-chair the statewide School-to-Work Advisory Council. This appointment demonstrates his commitment to establish strong linkages between the education and business community. Additionally, Governor Pataki's Senior Program Associate for Education serves on the School-to-Work Roundtable for the National Governor's Association.

2. State Education Department

The State Education Department has administrative responsibility for elementary, middle, secondary, continuing, and postsecondary education, the professions, the education of individuals with disabilities, museums, libraries, public radio and television. This broad responsibility allows the Department to integrate a wide variety of functions related to workforce preparation. Beginning in the early 1990's, the New York State Board of Regents and the State Education Department initiated a major reform effort through *A New Compact for Learning*. The work of the Department's Workforce Preparation Pilot Program and now the School-to-Work program compliments this reform effort.

Within the State Education Department there has been a recent reorganization of the Office of Elementary, Middle, Secondary and Continuing Education that has further strengthened the commitment and ability of the Department to implement a school-to-work system. The four major teams within the Office of Workforce Preparation and Continuing Education are dedicated to school-to-work, workforce development and adult education. Local support for school reform will be provided to New York City and the rest of the State by teams within the Regional and New York City School and Community Services Offices. Financial support will be provided by the Office of Finance, Management and Information Services, and finally, curriculum, instruction and assessment will be coordinated with the Office of Curriculum, Instruction, Assessment and Innovation.

For the past four years, the New York State Education Department has been developing a statewide system to better meet the needs of individuals with disabilities as they transition from school to work. This system has integrated the resources of the Offices of Vocational and Educational Services for Individuals with Disabilities; Elementary, Middle, Secondary and Continuing Education; the Professions and has incorporated the resources of other State agencies as well.

3. Department of Labor

The Department of Labor administers or oversees a wide range of programs and services funded through both federal and State legislative initiatives. The Department maintains Community Service Centers throughout New York State providing comprehensive services to individuals and employers in a single location. These services include: job placement, unemployment insurance, health and safety, labor standards enforcement, employer services, aptitude testing and career counseling, and related services provided by partner agencies located in the Centers.

The Department's job listings, the most comprehensive in the State, can now be accessed through computers at Boards of Cooperative Education Services (BOCES), school districts, public libraries, colleges, city and county social services agencies, and by other members of the TNT network.

A wide range of programs are either in place or being developed to meet the needs of young people for realistic career guidance, apprenticeship and training information, labor market information, and assistance in finding a suitable job.

4. Department of Economic Development

The Department of Economic Development (DED) and its ten regional offices administer a variety of programs that offer financial and technical assistance to businesses of all sizes across all sectors. Through its Skills Training Program, partnerships are forged among business and local colleges to address the training and retraining needs of New York State companies. The Work and Family Resource Center is a model for communicating among companies and creating partnerships responsive to the changing needs of companies.

The Department will be particularly helpful in representing the business perspective as the State continues to develop and implement the school-to-work opportunities system. This effort has already begun in work with the Department of Labor to identify Career Majors.

Outreach will be facilitated through regional office contacts with individual companies, industry groups and regional organizations, and through the Department's various communication vehicles such as the "Opportunity New York" newsletter. The Department and its regional offices are also in the position to identify and solicit companies to serve as partners and leaders in community school-to-work activities and will provide technical assistance to businesses as they become active partners in the implementation of school-to-work programs. DED has been instrumental in identifying three individual employers for membership on the School-to-Work Advisory Council.

The Job Training Partnership Council (JTPC) provides oversight of New York State's workforce preparation policies and programs and advises the Governor and Legislature on operation programs. It served as the fiscal agent for the State's school-to-work development grant. JTPC will continue in its role begun under the development grant as coordinator of State-level school-to-work partnership activities. It will coordinate the meetings of the State

School-to-Work Advisory Council and its subcommittees and facilitate the collaboration of Advisory Council staff on activities related to the implementation of the school-to-work system. In addition, it will utilize its connections to the employer community to assist in the development of local partnerships and outreach activities.

B. Involvement of Key Parties in the Development of New York's State Plan

In addition to the individuals and organizations listed above, the concerted effort of a number of key stakeholders, partners and constituencies is imperative in building á system. These include:

- Secondary and postsecondary institutions;
- Employers and employer organizations and associations;
- Labor organizations, including Central Labor Councils;
- Teachers and teachers' unions;
- Students and student organizations;
- Parents and parent organizations;
- Locally elected officials and their representatives;
- Community based organizations;
- Community and human service agencies, including County Departments of Social Services;
- School boards;
- Rehabilitation agencies and independent living centers;
- Registered apprenticeship agencies;
- Representatives of language minority communities;
- State and regional cooperative education associations; and
- Employment and training agencies, including the Private Industry Council and Service Delivery Areas.

These key stakeholders are represented on the School-to-Work Advisory Council, on all of the local partnerships and are among those with whom we regularly work. The following strategies will ensure the on-going involvement of these stakeholders:

- Inviting representatives of three to four local partnerships to participate in each meeting of the School-to-Work Advisory Council. This will have a two-fold benefit: (1) to enable partnerships to become more familiar with State-level perspectives, issues and activities; and (2) to allow the School-to-Work Advisory Council to have the benefit of local perspectives on issues under consideration.

- Conducting teleconferences to allow the School-to-Work Advisory Council to interact with representatives of all the local partnerships through down-link sites throughout the State.

- Holding an annual meeting at which representatives of the local partnerships would meet with each other and with the School-to-Work Advisory Council to discuss progress to date, barriers to implementation of the system, and plans for future directions under the multi-year Implementation Grant.

Many key partners participated in the development of the State Plan, some by preparing sections of it, some by advising, some by providing materials for inclusion, and others by reviewing drafts and offering suggestions for their improvement. They represent the following organizations:

- New York State Education Department (including the Office of Vocational and Educational Services for Individuals with Disabilities, the Curriculum and Assessment Council, and the District Superintendents);
- New York State Department of Labor;
- Job Training Partnership Council;
- Private Industry Councils;
- New York State Department of Economic Development;
- The Business Council of New York State, Inc.;
- New York State AFL-CIO;
- New York State United Teachers;
- New York State School Boards Association;
- State University of New York;
- Two Year College Development Center;
- New York City Board of Education;
- Tech Prep Consortium Directors;
- New York State Division for Youth;
- New York State Council of School Superintendents;
- New York State Congress of Parents and Teachers;
- New York African-American Research Foundation;
- New York State School Administrators Association;
- New York State Division for Youth;
- United Federation of Teachers;
- United Parents Association; and
- Council of Supervisors and Administrators of the City of New York.

VI. RESOURCES

A. A Wide Range of State and Federal Resources to Support and Maintain a Comprehensive Statewide School-to-Work System

Given the complex task involved in building a school-to-work opportunities system in New York State, a multi-year effort is needed to effect the level and scope of the system called for in the School-to-Work Opportunities Act. A broad base of understanding, commitment and support has been established over the past three years on the part of the Governor, key agencies which administer resources, key constituency groups and stakeholders about the need to better prepare students for successful entry into the workforce.

While a redirection of resources is still at a beginning stage, it is critical to link and maximize resources for the on-going support and expansion of school-to-work in New York State. The State's resource commitment is evidenced through the following actions:

- The 1994-95 and 1995-96 guidelines for funding available under the Carl D. Perkins Vocational and Applied Technology Act established priorities directly related to the core components of the School-to-Work Opportunities Act, including: expanded career development and career counseling; interdisciplinary learning organized by career majors; development of career portfolios; and expansion of work experience opportunities, especially as a component of Tech Prep education.

- The 1994-95 and 1995-96 Job Training Partnership Act, State Education Coordination and Grants (eight percent) Program guidelines explicitly established school-to-work transition programs as one of two priorities for the $7.1 million in funds to be distributed to Service Delivery Areas. The priorities include making school structured work experience or youth apprenticeship available to all students and integrating academic and workforce preparation instruction as part of the total education program.

- The Health Personnel Related Rate Appeal process administered by the New York State Department of Health provides additional reimbursement to health facilities for personnel training. The 1994-95 Health Personnel Related Rate Appeal request for proposals dedicated $5.7 million (an increase of $1.3 million) for linkages between health facilities and school-based youth programs to establish a strong academic program with a health career focus and practical experience in a professional health setting.

- The $1.2 million in State appropriations for youth apprenticeship (New York currently does not receive National Apprenticeship funds) has been targeted for school-to-work programs in Buffalo, Brooklyn, Bronx, and Rochester.

B. Evidence of State Support

Clear evidence of New York State's commitment to creating school-to-work opportunities for all the State's students is in the Workforce Preparation Pilot Programs begun in the 1993-94 school year. Initiated by the State Education Department in response to the recommendations of the Career Pathways Task Force, 129 school districts and consortia of school districts submitted applications to become pilots. This widespread response indicated a high level of interest in the area of workforce preparation and school-to-work transition. Twelve pilot programs were started in September 1993, along with six planning grants.

In 1994-95, the Legislature increased support to $3.75 million for continuation of this effort. Thirty-seven programs were funded to continue development of key elements of workforce preparation and to develop components of the school-to-work system. All of these efforts have provided the basis for the statewide school-to-work system. The first round of funding through the State's Implementation Grant has provided support for 59 local partnerships to plan for and implement school-to-work activities at the local level.

C. School-to-Work as a Planning Priority

In addition to the commitment of resources by all key State agencies, these agencies will ensure that the spirit and intent of the school-to-work legislation is embedded in the plans for other occupational and workforce preparation programs and other reform initiatives. Coordinated planning will further promote the development and implementation of comprehensive systemic reform. The following are examples of coordinated planning activities which will occur:

- All major educational agencies offering occupational education are required to prepare two-year Occupational Education Program Plans. In the planning guidelines issued for the 1994-96 plans, school-to-work opportunities is clearly established as a priority program direction for the delivery of secondary occupational education.

- Key State agency staff charged with implementing the School-to-Work Opportunities Act are also involved in planning for major systems development such as the National and Community Services Trust Act; Goals 2000: Educate America Act; the implementation of the reauthorization of the Elementary and Secondary Education Act (ESEA); implementing inclusion of the Individuals with Disabilities Education Act; and the restructuring of New York's State Aid system to support school reform. Priorities for the Goals 2000 local grants included school-to-work priorities and coordination with school-to-work local partnerships.

- The State Education Department has established a Resource Management and Reporting Team to build an automated system of interlocking data bases of federal and State programs, including the School-to-Work Opportunities Act. These will be used for decision-making and resource allocation.

- The State Education Department will submit a Coordinated State Plan for the Improving America's School Act (IASA) with linkages to the School-to-Work Opportunities Act and Goals 2000.

D. Strategies for Connecting Resources Over the Next Four Years

The implementation of a school-to-work opportunities system will require a level of integration beyond the usual connection and leveraging of resources. The following are some basic strategies that will be pursued over the next four years to integrate resources:

- Coordinate State and federal funding to develop a comprehensive school-to-work system. This may be impacted by proposed federal legislation which calls for consolidation of various fund sources.

- Develop a resource guide and showcase conferences to highlight model programs and partnerships that integrate resources in support of school-to-work opportunities.

- Investigate the integration of categorical and venture capital resources into comprehensive State operating aid. Consolidation of both federal and State categorical programs is being followed closely. Ways to continue to reflect Regents priorities while providing districts with simple, flexible funding is the long term objective. Based on documented needs, setasides within comprehensive operating aid may be integrated with school-to-work grants.

- Coordinate, to the extent possible, the funding of Goals 2000 and School-to-Work Opportunities Act with the State Aid system for all districts in the State.

- Include in the shared decision-making planning processes, under Part 100.11 of the Regulations of the Commissioner, provisions for incorporating school-to-work activities.

- Require all local partnerships which receive school-to-work planning or implementation grants to provide a 100 percent match. The match can be made using federal, State, local or private funds.

- Dedicate a portion of the grant funds for local partnerships to continue the support of the direct federal grant made under Title III of the School-to-Work Opportunities Act. The Rochester City School District had previously received State Workforce Preparation Pilot Program funds and has remained part of the statewide school-to-work opportunities system. Upon completion of the funding for 1994-95, Rochester will be provided with continued support.

VII. STUDENT PARTICIPATION

The only way to truly implement a systemwide educational reform effort, rather than create yet another career development program, is to include all students in the design and implementation of the structure for change. The six principles of New York's educational reform initiative which are directed toward improving the performance of all learners are:

- All children can learn
- Focus on results
- Aim for mastery
- Provide the means
- Provide authority with accountability
- Reward success and remedy failure

New York State's school-to-work initiative abides by a mission statement which stresses the participation of all students in school-to-work activities. All students include economically and academically disadvantaged students, students of diverse racial and ethnic backgrounds, students with disabilities, students with limited-English proficiency, academically gifted students, and students who have left school.

Toward this end, the State has developed many programs and strategies to ensure that all students are provided with the opportunity to participate in school-to-work activities that will prepare them for employment in high-performance, high-paying jobs. Activities which build on these existing resources will be undertaken as outlined in the sections below.

A. Students with Disabilities

A major school-to-work initiative specifically focused on transitioning students with disabilities into meaningful employment and/or further education, is administered through the New York State Education Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID). This initiative includes the establishment of eight Transition Coordination Sites to serve youth with disabilities through the coordination of existing resources and transition programs. Coordination and local implementation is conducted through: a) identification of regional and local transition needs; b) access to and use of existing expertise, resources and services; c) development and implementation of appropriate transitional services; d) implementation of State and federal policy; and e) dissemination of transition information. These Transition Coordination Sites will be key participants in the school-to-work opportunities system to assure full access for students with disabilities, including those who represent racial and ethnic minorities and/or who have limited English proficiency.

B. Students who are Academically Disadvantaged, At Risk of Dropping Out of School or Have Already Dropped Out of School

New York State will establish linkages and provide appropriate support to the many drop-out prevention and outreach programs to ensure that workforce preparation and opportunities for continued education are systemically provided. These federal and State funded programs include, but are not limited to: Adolescent Vocational Exploration (AVE); Progressive Adolescent Vocational Exploration (PAVE); Another Chance Initiative for Education, Vocation or Employment (ACHIEVE); and Youth Work Skills (YWS).

New York State will establish systemic linkages to provide support for learning environments which enable students at risk of not succeeding in the traditional school structure to achieve their educational and career goals. All students will have the opportunity to reach their learning potential and understand the relationship between what they are learning and their career goals.

C. Race and Gender Equity for All Students

The school-to-work initiative will address the continued underrepresentation of girls, young women and disadvantaged students in programs that prepare them for higher wage technical careers. The goal of racial and gender equity in New York State is to create a school environment that promotes educational equity and supports expanded career and personal choices for all. The Sex Equity Coordinator of the State Education Department's Office of Workforce Preparation and Continuing Education has played a lead role in the implementation of the school-to-work opportunities system to ensure for all students:

- Bias free assessment, testing, and counseling;
- Complete and accurate career information with nontraditional occupational emphasis;
- Interaction with nontraditional role models and mentoring opportunities with females in math and science dominated fields;
- Equitable learning environments where teachers, counselors and administrators stress fair treatment for all students and take into account the unique needs of the nontraditional student;
- Accessibility to enable students with disabilities and limited English proficient students to fully participate;

- Staff development for teachers and counselors that includes issues of sex bias, sex role stereotyping, career stereotypes, recruitment of females to nontraditional programs, the impact of role models and female instructors in math, science, and nontraditional programs, as well as the prevention of sexual harassment and sex discrimination in the classroom and worksite.

- Programs encourage diversity of staff to help create an environment which will lead to an increase in recruitment, performance and positive completions by female, ethnic minority and special population students.

- All program activities including placements in the community and private sector are handled fairly and without discrimination.

- Advisory committees include a significant number of women, are ethnically diverse and have representatives of special populations.

New York's existing Sex Equity Technical Assistance Center, supported under the Vocational and Applied Technology Education Act, will continue to play an important role in this area.

D. Ensuring Participation for All Students

To ensure the participation of all students, the following actions will be continued:

- The definition of all students will continue to include all statutory populations, both male and female, and all learners traditionally under-represented in programs leading to high performance, high-paying careers; and

- All Requests for Proposals (RFPs) or other funding guidelines for local partnerships will include as selection criteria the extent to which they will serve all students.

VIII. TRANSITION TO FURTHER EDUCATION AND TRAINING

A. Linkages to Postsecondary Education

To prepare all students for careers in today's workforce, all levels of education will continue to work together to ensure that students and their parents are aware of the skills and demands required of current and future workforce members. School-to-work reform initiatives will help achieve the goal of increasing the number of students pursuing and successfully completing training and/or postsecondary education leading to employment. During the first year of the State Implementation Grant, activities were completed to facilitate the entry of students participating in a school-to-work opportunities system into either additional training or postsecondary education programs. Subsequent activities will capitalize on these efforts to include at least the following:

- College entry-level knowledge and skills identified by a State University of New York Task Force and the City University of New York's Preparatory Initiative will be used to help define State-level and institution-level curricula. The competencies identified in both reports will be incorporated into the work of the State Curriculum and Assessment Council and be used to expand the State's school-based learning activities.

- The State Education Department, the State University of New York (SUNY), and the Tech Prep consortia have developed strategies to implement performance based assessment programs, developed Regents portfolio models, and established admission agreements with local colleges for the acceptance of non-traditional student evaluations. Over the next four years, the School-to-Work State Resource Center will validate, integrate, and disseminate the results of individual performance based assessment efforts into a State "how to" guide.

- A statewide task force will be formed to develop and pilot test an "Alternative Transcript" to enable all colleges to effectively evaluate the skills and outcomes from work experiences and vocationally-oriented high school programs. The performance-based assessment findings will be incorporated into the Assessment of Initial Mastery (AIM). Future State requests for grants for planning and implementation will require grant applicants to demonstrate the establishment of a plan and development of resources necessary to facilitate the transition of students into additional training or postsecondary education programs.

- Currently the College Transition Course developed by SUNY is being pilot tested in schools statewide. SUNY will adapt the course to fit the needs of Tech Prep students as a means of offering a variety of delivery options to local partnerships. The resulting curriculum will be pilot tested by the Tech Prep consortia.

- To integrate the principles and practices of Tech Prep within the school-to-work system, the Tech Prep consortia will identify the best elements of Tech Prep programming. Regionally based seminars/workshops will be developed on a continuous basis by consortia members to provide new and current partnerships with examples of Tech Prep curriculum and articulation documents.

- To persuade students, parents and high school officials to "get a jump on" college, SUNY, CUNY, and independent college staff members will identify outreach programs they have developed. A statewide task force consisting of middle, secondary, and postsecondary administrators and faculty will use the information gathered to develop an outreach program focused at the middle school level. The outreach program will develop the academic foundation required for enrollment in rigorous high school courses and foster an awareness of the value of an education at an early age. The resulting program will be pilot tested and disseminated throughout the statewide school-to-work system.

B. Commitment to Make School-to-Work a Part of Lifelong Learning

There are 55 Adult Centers for Comprehensive Education and Support Services (ACCESS Centers), 32 Community Service Centers, a State Literacy Resource Center, 10 Regional Staff Development Consortia for Adult Education, 15 Neighborhood Based Alliance communities and 20 GATEWAY counties. These entities reflect the State's commitment to life-long learning. Taken together these resources form a seamless level of services to adult populations. The focus of many of these agencies has been on preparing the workforce for competitive employment in the global marketplace. Specific to the school-to-work initiative, these entities bring resources to the local partnerships that will promote workforce preparation for all students. The ACCESS Centers have also engaged in a multi-year effort to improve program access for students with disabilities and a resource guide is in use that provides ongoing reference for educators in these settings.

IX. BUILDING LOCAL CAPACITY

A. Establishing Local Partnerships

New York State has a number of locally-based planning, advisory or administrative structures that share a common interest in education and training issues. Because these local groups were established to meet the requirements of different State and federal initiatives, they vary in membership, mission and geographic coverage. As a result, in many communities they often have overlapping missions and memberships. It is not uncommon for individuals to serve on more than one of these local organizations. In fact these organizations often have membership requirements that create interlocking directorates. These structures include:

- BOCES Advisory Councils - Established by Boards of Cooperative Educational Services (BOCES), each Council includes regional employers, labor, community based organizations, educators and governmental service agencies. The Councils assist the BOCES in curriculum and program development, student recruitment and placement, and workforce development planning. There are currently 37 BOCES in the State covering all areas outside of the large cities.

- Tech Prep Consortia - Established under VATEA, these consortia link local educational agencies with postsecondary educational institutions. The Tech Prep consortia consist of high schools, community colleges, BOCES, four-year institutions and business and industry leaders. They have been operating in New York State since 1991. There are currently 30 consortia across New York State. They encompass 37 BOCES districts and 120 school districts.

- Private Industry Councils (PICs) - Established under JTPA to provide oversight and administration for programs under the Job Training Partnership Act. They are responsible for the activities within Service Delivery Areas (SDAs). The composition of PICs is mandated in federal law, with the majority of members being drawn from the private sector. PICs have responsibility for a number of programs including the summer and year-round youth programs that are part of the JTPA. There are 33 PICs in New York State. Taken together, they cover the entire geographic area of the State.

- Service Area Planning (SAP) Groups - Established in the State to meet the intent of the Vocational and Applied Technology Education Act (VATEA), SAP Groups assist in setting overall program directions and in making specific recommendations regarding the use of VATEA formula funds in secondary agencies. The membership of SAP Groups can include representatives of school districts, postsecondary institutions (particularly those in Tech Prep consortia), adult literacy and adult occupational programs, sex equity

programs, employment and training providers (PICs, Departments of Social Service, Labor and Economic Development, VESID), interagency groups (GATEWAY, Neighborhood Based Alliances, and the New York/New York Alliance for Adult Education and Training), students, graduates and parents. Participation of SAP Groups, which cover all areas of the State, is required in order to receive VATEA funds.

- Neighborhood Advisory Councils (NACs) - Established under the Neighborhood Based Alliance (NBA). NACs play a community organization role for NBA, a program that focuses State resources on the most economically disadvantaged communities in the State. NACs are responsible for setting NBA policy regarding assessment, planning, allocation of funds, selection of service providers, and the selection of an administrative lead agency. NACs are responsible for developing a Strategic Neighborhood Action Plan (SNAP) that maps out the NBA site's priorities for community revitalization. As mandated by legislation, NACs are composed of local government agencies, the business and economic development community, service providers, charitable organizations, the legal community, educational institutions and community residents. There are 17 NBA sites across New York State.

To establish a system of local partnerships that will be responsible for the governance and implementation of school-to-work opportunities for people in all parts of the State, New York will continue to adhere to two guiding principles: (1) build on what works; and (2) allow localities to establish structures that address unique local needs.

1. Build on What Works

New York State is fortunate to have a rich and extensive array of networks and programs as a starting point for a system of local partnerships. The collaborative relationships established under these programs will be critical as New York develops a statewide system.

New York State's 37 BOCES provide services to all areas of the State not served by large city school districts. Each BOCES serves as a secondary and adult occupational education center for the region. A unique strength that BOCES bring to a statewide system is the ability to deliver quality services to a number of school districts that would not otherwise be able to provide the services individually. Another BOCES strength is experience in preparing students for work experiences.

New York State's network of community colleges provides high quality educational programs, many of which are career and occupationally-focused. The community college system has a wealth of resources that could assist with school to college to work transition and with continued career and technical development for adults and employees.

New York's Tech Prep consortia provide a four-year sequence of study beginning in the eleventh grade and continuing through at least two years of postsecondary education. They are committed to integrating academic and occupational knowledge and skills in a competency based technical curriculum. While relatively new, these consortia are serving over 3,000 students annually. Tech Prep will bring strong linkages between secondary and postsecondary institutions to the statewide system.

The local Private Industry Councils (PICs) can make a significant contribution to the implementation of school-to-work opportunities in New York State. Many youth, aged 14-21, usually economically disadvantaged, participate in both summer and year-round learning and work-based experiences that can be integrated into broader school-to-work opportunities. The PICs access to worksites will be important in arranging work experiences. The PICs are also uniquely situated to contribute to an expanded effort to serve out-of-school youth with alternative programs. Efforts to get dropouts to return to school and to link work and school together will be enhanced by the resources PICs can contribute.

These are some examples of existing efforts that will be included in the development of New York's local partnerships. The educators, business people, labor leaders and community members who are already actively engaged in these initiatives represent tremendous assets in terms of experience and human and other resources that will assist in the broader efforts envisioned in the school-to-work system.

2. Allow Local Structures to Address Unique Local Needs

New York's size and diversity require that any system be flexible enough to address the needs and life experiences of young people from areas as different as the Adirondacks, the South Bronx, Buffalo or Long Island. The various local planning or governing structures already in place can serve as the building blocks of a flexible system of local partnerships. However, no area of the State currently has a fully integrated menu of services as envisioned under the school-to-work system. New York's system of local partnerships will allow different structures to emerge that are based on local assessment of how best to link existing structures and fill in the gaps to provide opportunities for all individuals.

B. A Structure for Creating Local Partnerships

During the past two years New York has begun to create a network of local agencies involved in workforce preparation and school-to-work. In 1993-94, 12 agencies developed key elements for a Workforce Preparation Pilot model, and in 1994-95, 37 agencies advanced work on key elements and formed local partnerships using the school-to-work framework. The State has recently awarded the first school-to-work planning and implementation grants to 59 local partnerships located throughout the State.

New York State indicated in its first year application, a plan to "utilize the Service Delivery Area (SDA) structure developed under the Job Training Partnership Act to form the geographic template" to outline the geographic boundaries for school-to-work partnerships. The School-to-Work Advisory Council, based on the first year's experience with the Implementation Grant, voted to change the geographic boundaries to more accurately reflect the first year's activities, and to allow maximum flexibility. Specifically, New York State now plans to use the ten labor market areas as the geographic boundary for School-to-Work with the intent to modify this boundary, as appropriate, based on any new federal legislation when enacted. Given the size of the State and the desire to allow flexibility while still ensuring total State coverage, the broader labor market areas were used for the awarding and geographic distribution of local partnership grants. While the geographic boundaries of the 33 SDAs were taken into consideration, some SDAs are a part of more than one partnership, some local partnerships cover only parts of an SDA, and some partnerships cross SDA boundaries. New York State plans to eliminate any future overlapping, consolidate partnerships where appropriate and develop a comprehensive strategy for statewide coverage.

In guiding the development of local partnerships, the State will be less concerned with cases where local partnerships cross DOL region lines than with cases where portions of a region are unserved and where overlapping partnerships exist within a region. Part of the process that planning grant recipients must undergo is an examination of whether they should combine their efforts with those of an overlapping or adjoining partnership. This planning process will be influenced by state-level staff, particularly when those planning grant recipients apply for implementation grants. Partnerships will also be strongly encouraged to reach out to areas not currently served by any local partnership.

New York State indicated, in its first year application, a plan to "utilize the Service Delivery Area (SDA) structure developed under the Job Training Partnership Act to form the geographic template." The School-to-Work Advisory Council, based on the first year's experience with the Implementation Grant, voted to change the geographic boundaries to more accurately reflect the first year's activities, and to allow maximum flexibility. Specifically, New York State would like to use the ten labor market areas on an interim basis as the geographic boundary for School-to-Work. It is New York State's intent to modify geographic area designation to conform with any new Federal laws when they are enacted. As part of New York State's comprehensive strategy to ensure statewide coverage for School-to-Work, succeeding years of this grant's implementation will then reflect the Governor's geographic designation of Workforce Development Boards.

Given the size of the State and the desire to allow flexibility while still ensuring total state coverage the broader.....
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X. MANAGEMENT PLAN

A. Capacity of the Operating Agency

The operating agency for the Implementation Grant is the New York State Education Department. The Department is firmly committed to reforming the educational system to create an environment which actively engages all participants in meaningful learning, respects diversity, and provides support and opportunity for students to be appropriately prepared for the workforce and continued education. This commitment is embodied in the State's educational reform efforts, is the purpose behind the ***Education that Works: Creating Career Pathways for New York State Youth***, and is the fundamental philosophy of the ***Regents Action Plan***.

Within the State Education Department, the Implementation Grant will continue to be managed by the Office of Workforce Preparation and Continuing Education. This Office, which is headed by an Assistant Commissioner, consists of four teams. These teams are composed of 135 employees who are responsible for planning, policy development and program directions for workforce preparation for youth and adults and continuing education. Within this office is a School-to-Work team comprised of more than 17 employees dedicated to the implementation of School-to-Work with other State partners. Other office teams are also supporting this initiative and integrating their activities within this framework as appropriate.

The Assistant Commissioner and staff of the Office of Workforce Preparation and Continuing Education have the knowledge and experience to effectively manage the State Plan in conjunction with the State partners. The staff of this Office also have the capability of connecting school-to-work opportunities with the overall educational structure and with the many other programs and funding sources for which they have management responsibility. The federal and State funding sources which this Office has specific administrative responsibility for include:

- Adult Education Act
- Adult Literacy Education
- Economic Dislocation Worker Adjustment Assistance Act
- Education for Gainful Employment
- Employment Preparation Education Aid
- Equivalent Attendance Aid
- Even Start
- Job Training Partnership Act 8%
- Related Apprentice Instruction
- Tech Prep Education
- Welfare Education Program
- Workplace Literacy
- Vocational and Applied Technology Education Act (VATEA)

In addition to the administration of these fund sources these teams continue to have administrative or coordinating responsibility for Tech Prep Education; the State Council on Vocational Education; Sex Equity Coordination; the State Literacy Resource Center; and the State's High School Equivalency Testing Program.

Other offices within the State Education Department are closely connected with this Office to provide the necessary support, coordination efforts and expertise to most effectively carry out the provisions of the Implementation Grant. These offices and their supportive roles include the:

- Office of Finance, Management and Information Services - assistance in the management and leveraging of fiscal resources.

- Offices of Regional and New York City School and Community Services - provides direct assistance and support to schools, school districts, and Boards of Cooperative Educational Services to implement the State's educational reform initiatives to improve school quality and promote the implementation of an integrated school-to-work opportunities system.

- Offices of Vocational Educational Services for Individuals with Disabilities (VESID) and Special Education Services - ensures that all children and adults with disabilities are equitably served and provided with the necessary supports to successful transition from school to work or continued education.

- Office of Equity and Access - will continue to provide support for programs and services that enable all students to participate in postsecondary education, regardless of the barriers to that participation.

- Office of Curriculum, Instruction, Assessment and Innovation - provides support for development of curriculum frameworks and assessments.

The Education Department is also one of the key agencies identified to implement Total Quality Management (TQM) in State government. Given the magnitude of this reform effort and the proven success of TQM as a framework for system improvement, the Department will utilize many of the management strategies learned under this structure to successfully implement system change. In particular, the practice of continuous improvement in its management structure will be a major strength in the Department's ability to evaluate and modify the system design as it is developed.

B. School-to-Work Advisory Council

The School-to-Work Advisory Council will continue to provide direction and input regarding the State Plan and implementation activities. To ensure full integration with Department activities, the School-to-Work Advisory Council includes members of the

Curriculum and Assessment Council, and will meet on a regular basis with that Council. The School-to-Work Advisory Council serves as the major mechanism for the interagency coordination which is critical to implementing the school-to-work opportunities system.

Staff from the several State agencies and other organizations represented on the School-to-Work Advisory Council work together on a daily basis. In this way all major activities are jointly developed and administered.

C. Evaluation Plan

To continually improve the design and delivery of the State's school-to-work system, a comprehensive statewide evaluation will be conducted. The plan for the evaluation was developed based upon ongoing discussions with and recommendations of the William T. Grant Foundation.

The evaluation will be conducted to achieve the following broad goals:

- Provide the State and the local partnerships with continuous and systematic feedback on key activities and outcomes to improve and refine the school-to-work opportunities system.
- Provide the participating agencies of the State and private sector partners with assessments of the impact of their policies to help them develop and refine policies and management.
- Assess the full range of system effects and how different strategies impact on students, including targeted populations to help the State and local partnerships to be accountable to the public.
- Identify exemplary school-to-work practices that appear to yield the most successful outcomes to enable the State to disseminate these practices to all geographic areas of the State.
- Identify participating student achievement and skill attainment level.
- Provide insights about the design, organizational structure, and operation of the school-to-work opportunities system that can be used by other states.

1. Key Questions

To achieve these goals, an external evaluator will be selected through a competitive Request for Proposals (RFP) process to complete a statewide school-to-work opportunities system evaluation. The evaluation will be designed to gather both quantitative and qualitative information from multiple data sources to answer key policy questions including:

- To what degree have intermediate and long-term student results been attained through participation in school-to-work activities?

- To what extent has New York State's school-to-work opportunities system, consisting of school-based learning, work-based learning, and connecting activities, been implemented statewide?

- To what extent have local partnerships established comprehensive strategic plans for systemic school reform which include leveraging various funding sources, more effectively coordinating existing programs and models, and collaborating with other school reform initiatives?

- Which activities or processes are particularly instrumental to the effective implementation of a school-to-work system?

- What are frequently occurring challenges to the successful implementation of a school-to-work system?

- To what extent have targeted populations been included and with what long term employment and/or postsecondary results?

2. Evaluation Tasks and Methodology

To respond to these questions, the evaluator will complete at least the following tasks:

- Based on this framework, assess the extent to which the system has produced the intended student results ***(student performance evaluation)***.

- Customize a ***Framework for New York State's School-to-Work Opportunities System*** (see Appendix B) which provides a visual representation of the State's system based upon the federal legislation and policies set by the School-to-Work Advisory Council; and

- Based on this framework, evaluate the extent to which the system as conceptualized has been implemented ***(system implementation evaluation)***.

Both quantitative and qualitative research methods will be used to complete these tasks and gather data for the evaluation.

3. Reporting Results

The information obtained through the evaluation will be shared with key stakeholders (namely, the School-to-Work Advisory Council) through a variety of communications including bi-monthly progress briefs and an annual report. Progress briefs will provide regular feedback on all aspects of system functioning so that changes can be made where problems occur. The annual report will provide a detailed analysis of service and activities, including accomplishments, student impact problems, and recommended system revisions for the upcoming operational year.

4. A Note on Benchmarking

New York State is aware of the Benchmark Site Initiative being undertaken by Jobs for the Future, and has reviewed and made recommendations regarding the proposed outcomes statements that would form the basis of that initiative. New York would welcome having one of the Benchmark sites located in our State.

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Framework for a School-to-Work Opportunities System

SYSTEM OUTCOMES	STUDENT OUTCOMES		
Changes in Educational System	Changes in Student Learning Environment	Interim Outcomes	Long-term Outcomes
PROGRAM/CURRICULUM DEVELOPMENT • Establishes local partnerships. • Increases collaboration of partners in education and workforce preparation processes. • Coordinates with other existing programs and resources. • Provides for participation of all students, including young women, minorities, low-achieving students, students with disabilities, students with limited-English proficiency, academically talented students, and former students who have dropped out. • Designs or adapts contextualized curriculum to integrate academic, vocational and occupational learning, school-based and work-based learning, and secondary and postsecondary education. • Implements career majors.	SCHOOL-BASED LEARNING • Provides career awareness, exploration, and counseling programs. • Provides for regularly scheduled consultations with students and school dropouts to facilitate the mastery of core academic and vocational skills. WORK-BASED LEARNING • Provides job training and work experiences. • Provides school-sponsored enterprises and community development projects. • Provides paid work experience. • Provides workplace mentoring. • Provides instruction in general workplace competence.	STUDENT SKILLS AND KNOWLEDGE • Increased participation of all students in work-based learning opportunities. • Increased knowledge, skills, abilities (SCANS skills). • Acquisition of higher order cognitive skills (analysis, synthesis, problem-solving application). • Reduced need for remedial academics at postsecondary education level and at worksites. • Acquisition of entry level occupational skills. • Increased knowledge of labor market information. • Increased career planning and decision-making skills. • Knowledge and understanding of local, state and national occupational, educational, and labor market needs, trends and opportunities.	EMPLOYMENT • Increased placement in high-skill, high-wage careers oriented work. • Increased job retention. • Increased job earnings. • Increased employer satisfaction with employees and job candidates. • Reduced the time required to find employment, both after graduation and between jobs. EDUCATION • Enrollment in further education or training program. • Acquisition of a postsecondary degree. CITIZENSHIP • Effective citizenship practices.

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Framework for a School-to-Work Opportunities System (con't)

SYSTEM OUTCOMES Changes in Educational System	STUDENT OUTCOMES Changes in Student Learning Environment	Interim Outcomes	Long-term Outcomes
• Provides coherent multi-year sequences of instruction (spanning secondary and postsecondary levels) tied to high academic skills and standards. • Establishes alternative paths to high-skill, high-wage careers. ASSESSMENT • Revises assessment process to include performance-based activities and portfolio assessment STAFF DEVELOPMENT/TRAINING • Provides technical assistance to educational staff, employers, and others who will design work-based learning activities, integrate school-based and work-based learning and integrate academic and occupational learning.	CONNECTING ACTIVITIES • Matches students with employers. • Assists students who have completed the program in finding appropriate jobs, continuing their education, entering an education training program, or obtaining other community services that may be necessary to assure a successful transition from education to work. • Sets higher academic standards. • Provides opportunities for teachers to teach differently. • Coordinates activities with other school reform initiatives. • Provides support and resources to accomplish change.	STUDENT EDUCATIONAL AND OCCUPATIONAL ADVANCEMENT • Increased teamwork skills. • Acquisition of a skill certificate. • Increased high school completion rate. • Extensive experience in all aspects of an industry.	

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